Karin Garcia

Lesson Plan #2

Serina- 3rd grade

3/26/13

Kary Johnson

**Objectives:**

**Science Objectives and Related TEKS:**

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA Objectives and Related TEKS:**

1. Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(v) vowel digraphs and diphthongs (e.g., ei-ther);

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3)Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

**Activities:**

1. Reading Comprehension
2. Guided Reading Level K book, *“Extreme Animals”* by Kathie Lester. I will provide support as needed and we will work through tough words together.
3. Play Spelling Bingo game where we identify the word or picture with what word we hear.
4. Discuss any words from spelling bingo that may have been difficult to figure out using the dry erase board and marker.
5. Play spelling game app on iPad where the student creates words.
6. Reading Fluency
7. Buddy Reading/Echo Reading, *“The Very Hungry Caterpillar”* Eric Carle
8. Discuss story and the life cycle of the butterfly. Retell the story using first, next, then, and last together.
9. Play sight word game where a sight word is placed in between us and the first person to say the sight word gets to keep the card. The player with the most cards wins the game.
10. Written Communication:
11. Continue to write animal story together based on our previous brain storm
12. Switch off writing sentences in the story
13. Show the first letter of the writing response journal and have student respond

**Materials:** *Extreme Animals*, *The Very Hungry Caterpillar,* dry erase board, marker, iPad, spelling bingo game, sight word flash cards, pencils, pens, paper

**Evaluation:**

* Teacher observation of reading independent level reader “*The Very Hungry Caterpillar”* and instructional level reader *“Extreme Animals”*
* Observation of word work during iPad game, spelling bingo, and sight word game
* Retell of *“The Very Hungry Caterpillar”* and sequencing events
* Writing complete sentences in the animal story and responding to teacher letter